



# ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4630 E. Frye Rd., Phoenix, AZ 85048

Kyrene Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

## AZ LEARNS<sup>1</sup>

### Elementary Achievement Profile (a)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

## School Overview

Principal/Administrator : Ms. Shannon Andress  
Schedule : 08:00 AM to 04:00 PM  
Grades : K-6  
Web Address : www.kyrene.org  
Phone Number : (480) 783-3411  
Fax Number : (480) 783-4051  
E-mail : sandress@kyrene.org

## Mission

CASA Vida  
CASA (Community Assisted Schooling Alternatives) Vida is a homeschool enrichment center designed to provide Kyrene School District enrichment resources to homeschooling families in the Community.  
Kyrene School District  
We are committed to the achievement of individual academic excellence through high quality teaching, learning, and community involvement which results in students being well prepared to meet future educational challenges and to contribute to society.

## No Child Left Behind

### Adequate Yearly Progress (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

## School / Academic Goals

- ü Improve student learning in science.
- ü Improve student learning in communication arts.
- ü Improve student learning in computer technology.

## Enrollment

October 1, 2005 School Year Student Enrollment : N/A  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 74

## Instructional Programs

- Ü Enrichment Classes
- Ü Alternative Education
- Ü Art, Music, P.E.
- Ü Multiage Classroom Opportunities

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

CASA Vida is committed to supporting the educational needs of the homeschool community. We provide enrichment opportunities for students, as well as resources to parents. CASA Vida is responsible for providing regular home/school communication as well as communicating school policies and procedures.

### Parents

CASA Vida recognizes the large role that families play in a child's homeschool education. CASA Vida parents are responsible for providing core instruction to their children. Parents are also responsible for providing input, direction, and feedback for the school.

## Transportation Policy

Parents provide transportation for their children to and from school.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Recognition in ASCD Educational Leadership 2002 Issue	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	1893	80010	--	98	99	--	481	447	--	3	10	--	8	18	--	47	53	--	41	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	934	38935	--	99	99	--	483	447	--	2	9	--	8	19	--	49	55	--	41	17
Male	--	959	40974	--	98	98	--	480	448	--	4	11	--	9	18	--	46	52	--	41	19
African American	--	150	4201	--	96	99	--	447	430	--	7	17	--	17	23	--	59	51	--	17	9
Hispanic	--	296	34545	--	98	99	--	459	432	--	6	14	--	14	24	--	56	53	--	24	9
Asian/Pacific Islander	--	171	2068	--	98	99	--	503	474	--	1	4	--	5	10	--	36	50	--	58	36
American Indian/Alaskan Native	--	62	3979	--	94	96	--	444	424	--	15	17	--	21	30	--	50	47	--	15	6
White	--	1214	35142	--	99	99	--	490	465	--	2	5	--	5	11	--	45	56	--	47	28
Students with Disabilities	--	252	10161	--	91	93	--	447	419	--	16	28	--	22	28	--	40	36	--	21	8
Students without Disabilities	--	1641	69849	--	100	100	--	486	451	--	1	7	--	6	17	--	49	56	--	44	19
Limited English Proficient Students	--	53	14013	--	91	97	--	430	413	--	13	24	--	28	34	--	49	39	--	9	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	--	397	39029	--	97	98	--	452	432	--	10	14	--	16	25	--	54	52	--	20	9
Non-Economically Disadvantaged	--	1496	40981	--	99	100	--	489	462	--	1	6	--	6	13	--	46	54	--	47	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	1871	79438	--	97	98	--	479	451	--	2	9	--	12	24	--	63	56	--	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	929	38775	--	98	99	--	484	457	--	2	7	--	9	22	--	65	58	--	25	13
Male	--	942	40560	--	96	97	--	474	446	--	3	12	--	16	25	--	61	54	--	20	9
African American	--	147	4178	--	94	98	--	454	439	--	5	13	--	27	29	--	58	52	--	10	6
Hispanic	--	292	34297	--	97	98	--	462	434	--	4	14	--	19	31	--	65	50	--	13	5
Asian/Pacific Islander	--	170	2063	--	97	99	--	492	475	--	1	3	--	9	15	--	61	63	--	29	20
American Indian/Alaskan Native	--	59	3940	--	89	95	--	451	429	--	8	14	--	32	36	--	47	47	--	12	3
White	--	1203	34887	--	98	98	--	485	471	--	1	4	--	9	15	--	64	63	--	26	18
Students with Disabilities	--	231	9588	--	83	88	--	447	416	--	10	30	--	29	32	--	48	34	--	13	5
Students without Disabilities	--	1640	69850	--	100	100	--	483	456	--	1	7	--	10	23	--	65	59	--	24	12
Limited English Proficient Students	--	50	13856	--	86	96	--	421	407	--	14	27	--	46	43	--	40	29	--	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	--	385	38685	--	94	97	--	452	435	--	6	14	--	25	32	--	59	50	--	9	5
Non-Economically Disadvantaged	--	1486	40753	--	98	99	--	486	467	--	1	5	--	9	16	--	64	62	--	26	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	1898	79971	--	99	99	--	454	423	--	3	8	--	25	41	--	64	49	--	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	938	38974	--	99	99	--	469	437	--	2	5	--	17	33	--	70	57	--	12	4
Male	--	960	40895	--	98	98	--	440	410	--	4	10	--	33	47	--	58	41	--	5	2
African American	--	151	4203	--	96	99	--	429	411	--	8	11	--	32	45	--	56	43	--	5	2
Hispanic	--	299	34481	--	99	99	--	440	410	--	3	10	--	34	46	--	60	43	--	3	1
Asian/Pacific Islander	--	173	2067	--	99	99	--	475	449	--	1	4	--	16	28	--	64	60	--	19	8
American Indian/Alaskan Native	--	64	3995	--	97	96	--	441	409	--	3	10	--	36	47	--	52	42	--	9	1
White	--	1211	35150	--	99	99	--	459	437	--	2	5	--	22	35	--	67	56	--	9	5
Students with Disabilities	--	257	10258	--	92	94	--	412	377	--	11	23	--	44	51	--	42	25	--	3	1
Students without Disabilities	--	1641	69713	--	100	100	--	461	429	--	1	5	--	22	39	--	68	52	--	9	3
Limited English Proficient Students	--	56	13985	--	97	97	--	399	382	--	11	18	--	48	54	--	41	27	--	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	--	401	38994	--	98	98	--	430	409	--	6	10	--	36	47	--	54	41	--	3	1
Non-Economically Disadvantaged	--	1497	40977	--	99	100	--	461	437	--	2	5	--	22	34	--	67	56	--	10	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	2050	80147	--	98	99	--	515	482	--	3	11	--	7	17	--	44	49	--	46	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	987	39281	--	99	99	--	516	483	--	2	9	--	7	17	--	44	50	--	47	24
Male	--	1063	40780	--	98	98	--	515	482	--	3	12	--	7	17	--	44	48	--	46	24
African American	--	191	4249	--	97	99	--	483	464	--	9	17	--	16	22	--	51	48	--	24	13
Hispanic	--	339	33494	--	98	99	--	498	466	--	4	15	--	12	23	--	53	49	--	31	14
Asian/Pacific Islander	--	193	2103	--	99	99	--	542	515	--	3	4	--	2	8	--	31	44	--	65	45
American Indian/Alaskan Native	--	57	4117	--	93	96	--	479	456	--	7	19	--	12	27	--	61	46	--	19	8
White	--	1270	36122	--	99	99	--	522	501	--	1	5	--	5	10	--	41	50	--	52	35
Students with Disabilities	--	234	10295	--	89	92	--	474	443	--	14	33	--	22	26	--	44	33	--	20	8
Students without Disabilities	--	1816	69852	--	100	100	--	520	488	--	1	7	--	5	16	--	44	51	--	50	26
Limited English Proficient Students	--	48	12722	--	98	97	--	478	441	--	10	27	--	19	33	--	54	37	--	17	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	--	405	38371	--	97	97	--	484	465	--	9	15	--	13	23	--	57	49	--	22	13
Non-Economically Disadvantaged	--	1645	41776	--	99	100	--	523	498	--	1	6	--	6	11	--	41	49	--	52	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	2024	79686	--	97	98	--	494	470	--	3	11	--	12	24	--	72	57	--	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	980	39163	--	98	99	--	498	475	--	2	9	--	10	22	--	73	60	--	15	10
Male	--	1044	40438	--	97	97	--	490	465	--	4	13	--	13	25	--	71	54	--	12	7
African American	--	187	4228	--	95	98	--	472	458	--	8	15	--	19	28	--	69	53	--	4	4
Hispanic	--	335	33299	--	97	98	--	479	452	--	4	17	--	19	32	--	70	47	--	7	3
Asian/Pacific Islander	--	191	2097	--	98	99	--	501	490	--	3	5	--	8	13	--	71	68	--	18	14
American Indian/Alaskan Native	--	57	4087	--	93	96	--	467	446	--	9	16	--	32	38	--	56	44	--	4	2
White	--	1254	35914	--	98	98	--	502	489	--	1	5	--	8	15	--	74	67	--	17	14
Students with Disabilities	--	211	9808	--	80	87	--	462	432	--	15	35	--	27	32	--	52	30	--	6	3
Students without Disabilities	--	1813	69878	--	100	100	--	498	475	--	1	8	--	10	23	--	74	61	--	15	9
Limited English Proficient Students	--	42	12594	--	86	96	--	446	422	--	17	34	--	33	45	--	50	21	--	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	--	393	38095	--	94	97	--	471	452	--	8	17	--	24	32	--	62	48	--	7	3
Non-Economically Disadvantaged	--	1631	41591	--	98	99	--	500	486	--	2	6	--	9	16	--	74	65	--	15	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	2042	80372	--	98	99	--	501	475	--	1	4	--	14	30	--	79	64	--	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	989	39452	--	99	99	--	513	488	--	1	3	--	9	22	--	83	72	--	8	3
Male	--	1053	40836	--	98	98	--	489	464	--	2	6	--	19	37	--	76	56	--	3	1
African American	--	192	4264	--	97	99	--	480	465	--	4	5	--	25	35	--	70	59	--	2	1
Hispanic	--	339	33608	--	98	99	--	487	462	--	2	6	--	21	36	--	77	57	--	1	1
Asian/Pacific Islander	--	191	2098	--	98	99	--	517	500	--	2	2	--	6	16	--	77	75	--	16	7
American Indian/Alaskan Native	--	60	4128	--	98	97	--	483	464	--	NA	4	--	27	39	--	72	56	--	2	1
White	--	1260	36213	--	98	99	--	506	489	--	1	2	--	11	22	--	82	72	--	6	3
Students with Disabilities	--	230	10526	--	87	94	--	461	427	--	5	15	--	41	53	--	53	31	--	2	1
Students without Disabilities	--	1812	69846	--	100	100	--	506	482	--	1	3	--	10	26	--	83	69	--	6	2
Limited English Proficient Students	--	45	12747	--	92	97	--	450	432	--	9	12	--	31	52	--	58	36	--	2	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	--	400	38521	--	96	98	--	480	461	--	2	6	--	29	38	--	67	55	--	3	1
Non-Economically Disadvantaged	--	1642	41851	--	99	100	--	506	489	--	1	3	--	10	22	--	82	72	--	6	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	2071	79306	--	98	99	--	551	504	--	3	13	--	7	20	--	41	49	--	48	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	1006	38845	--	99	99	--	553	505	--	3	11	--	6	20	--	42	50	--	48	18
Male	--	1065	40383	--	98	98	--	549	504	--	3	14	--	9	19	--	39	47	--	48	19
African American	--	157	4171	--	99	98	--	517	485	--	10	20	--	13	26	--	48	44	--	28	10
Hispanic	--	315	32673	--	97	99	--	531	487	--	5	18	--	11	25	--	50	46	--	34	10
Asian/Pacific Islander	--	177	2147	--	99	99	--	579	539	--	3	5	--	4	10	--	28	46	--	65	40
American Indian/Alaskan Native	--	47	4034	--	94	97	--	523	479	--	11	22	--	11	29	--	49	43	--	30	7
White	--	1375	36234	--	98	99	--	556	523	--	2	6	--	6	13	--	39	52	--	52	28
Students with Disabilities	--	231	10286	--	87	91	--	486	462	--	23	41	--	24	27	--	41	27	--	12	5
Students without Disabilities	--	1840	69020	--	100	100	--	559	510	--	1	9	--	5	18	--	41	52	--	53	21
Limited English Proficient Students	--	30	10291	--	97	96	--	516	458	--	13	38	--	17	34	--	47	26	--	23	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	--	335	37437	--	96	97	--	515	486	--	10	19	--	16	26	--	51	46	--	23	9
Non-Economically Disadvantaged	--	1736	41869	--	98	100	--	558	521	--	2	7	--	6	14	--	39	51	--	53	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	2042	79000	--	97	98	--	518	489	--	2	10	--	11	24	--	68	58	--	19	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	995	38774	--	97	99	--	522	494	--	1	7	--	8	22	--	70	61	--	20	10
Male	--	1047	40150	--	96	98	--	514	485	--	3	12	--	14	25	--	65	55	--	18	8
African American	--	155	4153	--	97	98	--	491	476	--	6	13	--	26	30	--	61	53	--	6	4
Hispanic	--	312	32508	--	96	98	--	503	472	--	3	15	--	16	33	--	72	49	--	9	3
Asian/Pacific Islander	--	176	2142	--	98	99	--	530	510	--	3	4	--	8	14	--	61	67	--	28	16
American Indian/Alaskan Native	--	44	4016	--	88	96	--	494	467	--	5	14	--	23	37	--	66	46	--	7	2
White	--	1355	36135	--	97	98	--	524	508	--	1	4	--	8	14	--	68	67	--	22	15
Students with Disabilities	--	202	9991	--	76	88	--	473	449	--	13	33	--	39	36	--	41	29	--	7	2
Students without Disabilities	--	1840	69009	--	100	100	--	523	495	--	1	6	--	8	22	--	71	62	--	20	10
Limited English Proficient Students	--	30	10199	--	97	95	--	467	439	--	23	35	--	23	47	--	50	18	--	3	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	--	324	37234	--	93	97	--	490	472	--	6	15	--	23	33	--	65	50	--	6	3
Non-Economically Disadvantaged	--	1718	41766	--	97	99	--	524	505	--	1	5	--	9	16	--	68	65	--	22	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	2066	79611	--	98	99	--	525	496	--	2	7	--	24	37	--	72	56	--	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	1008	39016	--	99	99	--	539	511	--	1	4	--	14	29	--	82	66	--	3	1
Male	--	1058	40519	--	97	98	--	513	482	--	2	10	--	33	44	--	64	46	--	1	0
African American	--	154	4188	--	97	98	--	511	486	--	3	9	--	37	40	--	59	50	--	1	0
Hispanic	--	318	32855	--	98	99	--	513	481	--	3	10	--	29	43	--	68	47	--	1	0
Asian/Pacific Islander	--	176	2149	--	98	100	--	540	519	--	2	4	--	16	24	--	78	70	--	5	2
American Indian/Alaskan Native	--	46	3992	--	92	96	--	496	478	--	7	10	--	41	46	--	50	44	--	2	0
White	--	1372	36380	--	98	99	--	529	511	--	1	4	--	21	30	--	75	65	--	2	1
Students with Disabilities	--	228	10664	--	85	94	--	472	440	--	9	23	--	57	54	--	33	22	--	0	1
Students without Disabilities	--	1838	68947	--	100	100	--	532	504	--	1	4	--	20	34	--	77	61	--	2	1
Limited English Proficient Students	--	30	10362	--	97	97	--	463	438	--	17	22	--	43	57	--	40	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	--	333	37626	--	96	98	--	502	479	--	5	10	--	38	45	--	56	45	--	1	0
Non-Economically Disadvantaged	--	1733	41985	--	98	100	--	530	511	--	1	4	--	21	30	--	76	65	--	2	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	2109	79327	--	97	98	--	557	518	--	6	19	--	11	20	--	44	46	--	38	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	1061	38961	--	97	98	--	560	520	--	5	16	--	11	20	--	45	48	--	39	16
Male	--	1047	40295	--	97	97	--	554	516	--	8	21	--	12	19	--	43	44	--	37	16
African American	--	178	4247	--	94	98	--	519	499	--	17	27	--	21	24	--	45	41	--	17	8
Hispanic	--	303	32327	--	95	98	--	536	499	--	8	27	--	17	25	--	51	41	--	23	8
Asian/Pacific Islander	--	161	1939	--	98	99	--	594	556	--	2	6	--	4	10	--	32	47	--	62	36
American Indian/Alaskan Native	--	56	4391	--	95	96	--	510	489	--	18	32	--	30	27	--	41	36	--	11	4
White	--	1411	36373	--	98	98	--	564	538	--	5	10	--	9	14	--	44	52	--	42	25
Students with Disabilities	--	189	9321	--	79	87	--	484	467	--	38	54	--	30	22	--	25	21	--	7	3
Students without Disabilities	--	1920	70006	--	100	100	--	564	524	--	3	14	--	9	19	--	46	49	--	41	18
Limited English Proficient Students	--	17	9431	--	85	95	--	500	466	--	29	53	--	29	27	--	29	18	--	12	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	--	375	37097	--	94	97	--	517	498	--	16	27	--	25	25	--	41	41	--	17	7
Non-Economically Disadvantaged	--	1734	42230	--	98	99	--	565	535	--	4	11	--	8	15	--	45	50	--	42	24

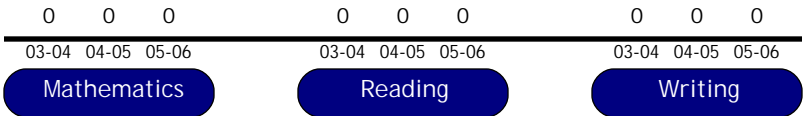
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	2118	79501	--	98	98	--	524	497	--	3	10	--	13	25	--	74	60	--	11	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	1067	39062	--	98	99	--	529	502	--	1	8	--	11	23	--	75	64	--	13	5
Male	--	1050	40368	--	97	98	--	518	491	--	4	13	--	15	27	--	73	57	--	9	3
African American	--	184	4279	--	97	99	--	501	485	--	6	14	--	26	30	--	66	54	--	3	2
Hispanic	--	311	32389	--	97	98	--	508	478	--	5	16	--	19	34	--	70	48	--	6	1
Asian/Pacific Islander	--	160	1936	--	98	99	--	540	519	--	1	3	--	6	14	--	75	73	--	19	9
American Indian/Alaskan Native	--	55	4401	--	93	96	--	486	473	--	4	17	--	42	40	--	49	43	--	5	1
White	--	1408	36446	--	98	99	--	530	516	--	2	4	--	10	15	--	76	73	--	12	7
Students with Disabilities	--	196	9411	--	82	88	--	472	453	--	15	36	--	42	36	--	42	26	--	1	1
Students without Disabilities	--	1922	70090	--	100	100	--	529	502	--	1	7	--	10	24	--	77	65	--	12	5
Limited English Proficient Students	--	18	9401	--	90	94	--	453	443	--	28	40	--	50	46	--	22	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	--	382	37183	--	96	97	--	495	479	--	8	16	--	29	34	--	59	49	--	4	1
Non-Economically Disadvantaged	--	1736	42318	--	98	99	--	530	513	--	1	5	--	9	17	--	77	70	--	12	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	2121	80000	--	98	99	--	587	564	--	1	3	--	4	11	--	76	75	--	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	1070	39288	--	98	99	--	601	579	--	1	2	--	1	6	--	73	77	--	25	16
Male	--	1050	40644	--	97	98	--	572	549	--	1	4	--	8	15	--	80	74	--	12	7
African American	--	182	4307	--	96	99	--	571	551	--	2	4	--	7	13	--	83	75	--	8	7
Hispanic	--	311	32672	--	97	99	--	576	548	--	1	4	--	7	14	--	81	76	--	12	6
Asian/Pacific Islander	--	160	1945	--	98	99	--	612	592	--	1	1	--	2	4	--	61	69	--	37	25
American Indian/Alaskan Native	--	57	4424	--	97	97	--	549	549	--	5	3	--	12	14	--	79	77	--	4	5
White	--	1411	36602	--	98	99	--	589	579	--	1	2	--	3	7	--	76	75	--	20	16
Students with Disabilities	--	198	9919	--	83	93	--	526	505	--	5	9	--	25	35	--	68	54	--	2	2
Students without Disabilities	--	1923	70081	--	100	100	--	592	571	--	1	2	--	2	7	--	77	79	--	20	12
Limited English Proficient Students	--	18	9571	--	90	96	--	492	502	--	11	10	--	28	29	--	61	60	--	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	--	383	37534	--	96	98	--	558	547	--	3	4	--	9	15	--	83	76	--	5	5
Non-Economically Disadvantaged	--	1738	42466	--	98	100	--	593	578	--	0	2	--	3	7	--	75	75	--	21	16

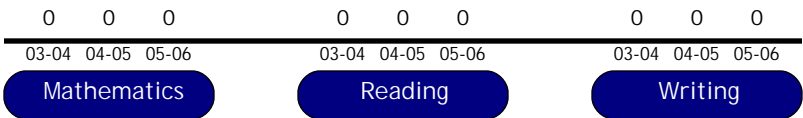
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Not Evaluated
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Not Evaluated

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.



## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	NA	58	--	--	60	47	--	--	65	46
	Language	--	--	60	50	--	--	58	47	--	--	65	48
	Mathematics	--	--	76	64	--	--	66	50	--	--	73	52
3	Reading	--	--	NA	55	--	--	59	44	--	--	68	46
	Language	--	--	72	61	--	--	57	44	--	--	63	46
	Mathematics	--	--	78	61	--	--	67	51	--	--	75	52
4	Reading	--	--	NA	56	--	--	63	48	--	--	68	52
	Language	--	--	66	52	--	--	63	49	--	--	70	52
	Mathematics	--	--	78	61	--	--	70	53	--	--	76	58
5	Reading	--	--	NA	55	--	--	65	50	--	--	75	56
	Language	--	--	65	49	--	--	65	50	--	--	73	54
	Mathematics	--	--	83	63	--	--	67	49	--	--	78	52
6	Reading	--	--	NA	56	--	--	66	51	--	--	75	56
	Language	--	--	65	48	--	--	63	47	--	--	68	50
	Mathematics	--	--	84	66	--	--	70	52	--	--	78	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

## Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	.50	Teacher	2.00
Other Professional Staff	.00	Teacher Aide	.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	2	0	0	0
10 or more years	4	0	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	7
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	14%

## Resources Available at School Site

## Special Facilities

- Ü State of the art technology lab
- Ü Covered playgrounds
- Ü Multimedia center/library

## Extracurricular Activities

- Ü After School Enrichment Clubs
- Ü Summer Enrichment Programs

## Social Services

- Ü Homeschool Resource Center
- Ü National Free/Reduced Lunch Program
- Ü Access to District Family Resource Ctr.
- Ü Health Services

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü Students improved learning in science by participating in daily interactive, hands-on science lessons provided by the classroom teachers. Students used their new knowledge to complete science projects which were showcased during an academic night.
- ü Improved learning in the area of language arts focused on oral language skills as students gave oral presentations in their classrooms. Oral language skills were also highlighted during the school's musical performance.
- ü Students improved learning in computer technology by participating in computer lab lessons. Students integrated their computer knowledge with other learning areas, including science and art.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	NA	95	94	95
Promotion Rate <sup>5</sup>	NA	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

CASA Vida utilizes small class sizes and a high level of parent involvement to create a strong sense of community throughout the school. This has created a very positive family-centered climate for our school.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Shannon Andress	(480) 783-4064
Community Resources	Karin Crider	(480) 783-4175
School Nutrition Programs	Jeri Page	(480) 783-3400
Parent Organization		
Student Health/Nurse	Kathy Lunt	(480) 783-3400

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

## DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

## Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

## Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

## Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

## Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.